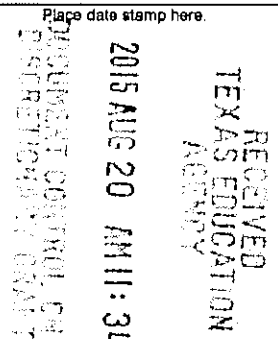


**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

| | | |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Program authority: | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g) | FOR TEA USE ONLY Write NOGA ID here: |
| Grant period: | January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | |
| Application deadline: | 5:00 p.m. Central Time, August 20, 2015 | Place date stamp here.  |
| Submittal information: | Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 | |
| Contact information: | Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|-----------------------------------------|-------------------|-----------------------------|-------------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Brownsville Independent School District | 031-901 | Stell Middle School | |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| 74-6000418 | 1 | Tx-034 | 030917579 |
| Mailing address | | City | State ZIP Code |
| 1900 E. Price Road | | Brownsville | TX 78521 |

Primary Contact

| | | | |
|--------------|----------------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| Roni Louise | | Rentfro | DCSI |
| Telephone # | Email address | | FAX # |
| 956-547-3590 | roni.rentfro@bisd.us | | 956-548-8229 |

Secondary Contact

| | | | |
|--------------|------------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| Obdulia | | Valdez | Principal |
| Telephone # | Email address | | FAX # |
| 956-548-8560 | oevaldez@bisd.us | | 956-548-8666 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------|---------------------|-----------|----------------|
| First name | M.I. | Last name | Title |
| Esperanza | | Zendejas | Superintendent |
| Telephone # | Email address | | FAX # |
| 956-548-8011 | drezendejas@bisd.us | | 956-548-8019 |

Signature (blue ink preferred)

E. Zendejas Date signed *8/18/15*

701-15-107-058

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|-------------------------------------------------------------|--------------------------------------------|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) – SEE NOTE | See Important Note for Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) – SEE NOTE | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) – SEE NOTE | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) – SEE NOTE | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) – SEE NOTE | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|-------------------------------------------------------------|---------------------------------------------|----------------------------------------------------|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 4. | The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified. |
| 5. | The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA. |
| 6. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 7. | The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> |
| 8. | <p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p> |
| 9. | <p>The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: <ol style="list-style-type: none"> (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <ol style="list-style-type: none"> 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators. 9. Use data to identify and implement an instructional program that is: <ol style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p> |
| 10. | <p>The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.
 1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>. These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
 4. The whole-school model must implement the model for all students in the school.
 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | (C) Non-academic supports for students (D) Family and community engagement |
| 12. | <p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p> |
| 13. | <p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p> |
| 14. | <p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p> |
| 15. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> A study of efficacy that meets What Works Clearinghouse evidence standards. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p> |
| 16. | The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. |
| 17. | The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program. |
| 18. | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |
| 19. | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 20. | <p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p> |
| 21. | <p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p> |
| 22. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 23. | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 24. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 25. | The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---------------------------------------------------|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

Revised Annual Budget Breakdown

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Total Budget Request |
|--------|--------|--------|--------|--------|--------------------------------|
| \$ | \$ | \$ | \$ | \$ | \$ |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Mattye Gentry Stell Middle School is committed to developing well-educated graduates in an ever changing global society. It is clear in the near future, a standard four year degree will be non-existent with regards to the technology and biotech fields. It is our hope, when awarded this grant, Stell Middle School will mirror the efforts already in place at Early College High Schools and begin to impact the very crux of what is affecting state assessment results today - Middle School performance. The District and the campus are powerful partners in the reform efforts needed to provide attainment of educational excellence and equity. Brownsville ISD will provide significant on-going monitoring of grant activities primarily through the District Shepherd.

The widest performance gaps for Stell Middle School continue to center around our economically disadvantaged student population and our lowest performing student groups. Stell Middle School has yet to earn Distinction Designations in Student Progress and in Closing Performance Gaps in the following:

- Top 25% Student Progress-No Distinction earned 2013, 2014, and 2015;
- Top 25% Closing performance Gaps-No Distinction Earned 2014 and 2015.

The administration team and the committee members sought input from a variety of stakeholder groups such as district personnel, students, parents and the business community, which provided compelling evidence to support the need to transform Stell Middle School through targeted interventions and a tight and efficient budget. There was a consensus among all committee members that there was a need to significantly raise the quality of instruction at the campus and to differentiate instruction for Special Education (SPED) students and English Language Learners (ELLs). In choosing to implement the Transformation Model for School Reform, Stell Middle School is committed to implement quality systemic interventions and activities that close achievement gaps, create global learners and build innovative leaders in deep South Texas. With its proximity to the Mexican border, Stell Middle School has a mobility rate of 16.1% and serves a complex student demographic that is comprised of 99.8% economically disadvantaged population of which 20.3% are ELLs. Our goal is to increase Stell Middle School students' readiness for high school and prepare them to meet the Texas Success Initiative (TSI) college level readiness test, which will enable them to become college ready.

The Texas Title I Priority Schools (TTIPS) Grant-Cycle 4 Transformation Model will positively impact all the Critical Success Factors, including Academic Performance with the interventions listed below:

Develop and increase teacher and school leader effectiveness.

- The principal who led the school for the past six years was removed by the local education agency in late July.
- Institute a system for measuring instructional practices by increasing student centered instruction with the implementation of a Common Instructional Framework (CIF).
- Increase technology-based supports (i.e., hardware and software) in the instructional program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Increase teacher participation in District, Regional, State and National professional development seminars
- The implementation of a campus data room to monitor students' progress by all stakeholders.
- Administration will utilize measurable evaluation systems and the Teacher Evaluation and Support System (T-TESS and T-PESS) rubric to link data to teaching practices and student achievement.
- Provide teachers with opportunities to observe their colleagues through instructional rounds (classroom substitutes will be needed) facilitated by instructional coaches and supported by administration.
- Retain and recruit highly qualified teachers by offering financial incentives that are measureable.
- Remove teachers that are ineffective and have not improved their professional practice.

Deliver comprehensive instructional reform strategies.

- Increase planning of data-driven instruction through the additional technology and assessment software.
- Administrative team and teachers will participate in weekend, holiday and summer Research Academies.
- Analyze failure reports to decrease six weeks failure rates for "25% academic measurement indicators."
- Improve performance for the LEP students by fostering additional language acquisition interventions.
- Improve performance for SPED students in the core content areas with literacy interventions.
- All SPED and LEP team members will meet every three weeks to conduct periodic reviews of performance.

Increase learning time and create community-oriented schools.

- Implement a "MidSummer Stunner" Program to prepare for innovative colleges and careers of the future.
- Implement an extended school schedule for summer success through the transformation model.
- Extended day/week sessions for students performing at or below proficient in Science and Social Studies.
- Provide additional time for teachers to collaborate and engage in professional learning cohorts to build sustainability and sustain transformation efforts.
- Organize a middle school community partnership similar to the District's High School Youth Ambassador's Program, but for middle school students.
- Increase depth of community involvement in school curriculum by hosting community awareness events.

Provide operational flexibility and sustained support.

- Create courses such as Teen Leadership, Speech and Theater Arts that provide alignment with High School.
- Create an accelerated enrichment program for students in danger of retention by incorporating learning modules, additional staff, and resources to support individualized learning that extends from an additional early class (zero period) to after school tutorials.
- Institute before and after school library and technology lab access to parents, students and community members.
- Increase number of 6th, 7th, and 8th grade learning academies that take place on Saturday, before and after school.

In conclusion, our team and parents/community members put forth this systemic plan with a carefully planned budget to provide the means for Stell Middle School to implemented the above data-driven interventions to improve the academic performance and well-being of all students with intentional delivery and time dedicated to SPED and ELL students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Fund code: 276

Budget Summary

| Schedule #/Title | Class/ Object Code | Year 1 Program Cost | Year 1 Admin Cost | Amount of Year 1 as Pre- award | Year 2 Program Cost | Year 2 Admin Cost | Year 3 Program Cost | Year 3 Admin Cost | Year 4 Program Cost | Year 4 Admin Cost | Year 5 Program Cost | Year 5 Admin Cost | Total Budgeted Cost across all Years |
|--------------------------------------------|--------------------------|---------------------------|-------------------------|-----------------------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|-----------------------------------------|
| #7-Payroll Costs | 6100 | \$65,320 | \$ | \$65,320 | \$455,400 | \$ | \$455,400 | \$ | \$455,400 | \$ | \$336,950 | \$ | \$1,768,470 |
| #8-Professional and Contracted Services | 6200 | \$18,000 | \$ | \$18,000 | \$34,000 | \$ | \$34,000 | \$ | \$22,000 | \$ | \$4,000 | \$ | \$112,000 |
| #9-Supplies and Materials | 6300 | \$152,670 | \$ | \$152,670 | \$100,000 | \$ | \$100,000 | \$ | \$80,000 | \$ | \$50,000 | \$ | \$482,670 |
| #10-Other Operating Costs | 6400 | \$12,000 | \$ | \$12,000 | \$56,000 | \$ | \$56,000 | \$ | \$106,000 | \$ | \$106,000 | \$ | \$336,000 |
| #11-Capital Outlay | 6600/ 15XX | \$226,398 | \$ | \$226,398 | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$226,398 |

Consolidate Administrative Funds ☐ Yes ☐ No

| Percentage% Indirect costs (see note): | N/A | \$ | N/A | \$ | N/A | \$ | N/A | \$ | N/A | \$ | N/A | \$ | \$ |
|--------------------------------------------------------------------|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-------------|
| Grand total of budgeted costs (add all entries in each column): | \$474,388 | \$ | \$474,398 | \$ | \$645,400 | \$ | \$645,400 | \$ | \$663,400 | \$ | \$496,950 | \$ | \$2,925,538 |

Administrative Cost Calculation

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Enter the total grant amount requested: | \$2,925,538 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | \$146,277 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

- NOTE:
- No more than \$2,000,000 per year may be requested.
 - Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
 - Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
 - Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

| For TEA Use Only | |
|-------------------------------------------------|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

| County-District Number or Vehicle ID: 001-001 | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Year 1 Amount Budgeted | Amount of Year 1 to be used as Pre-Award | Year 2 Amount Budgeted | Year 3 Amount Budgeted | Year 4 Amount Budgeted | Year 5 Amount Budgeted | Total Budgeted Costs across all Years |
|-----------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|------------------------|------------------------------------------|------------------------|------------------------|------------------------|------------------------|---------------------------------------|
| Academic/Instructional | | | | | | | | | | |
| 1 | Teacher | 2 | | \$ | \$ | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$400,000 |
| 2 | Educational aide | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 3 | Tutor | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Program Management and Administration | | | | | | | | | | |
| 4 | TTIPS Grant Coordinator | | | \$28,000 | \$28,000 | \$58,000 | \$58,000 | \$58,000 | \$58,000 | \$260,000 |
| 5 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Auxiliary | | | | | | | | | | |
| 7 | Grant Secretary | 1 | | \$13,000 | \$13,000 | \$26,000 | \$26,000 | \$26,000 | \$26,000 | \$117,000 |
| 8 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 9 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Other Employee Positions | | | | | | | | | | |
| 10 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 11 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 12 | Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 13 | Subtotal employee costs: | | | \$41,000 | \$41,000 | \$184,000 | \$184,000 | \$184,000 | \$184,000 | \$777,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | | | | | |
| 14 | 6112 | Substitute pay | | \$5,000 | \$5,000 | \$10,000 | \$10,000 | \$10,000 | \$8,000 | \$43,000 |
| 15 | 6119 | Professional staff extra-duty pay | | \$10,000 | \$10,000 | \$200,000 | \$200,000 | \$200,000 | \$100,000 | \$710,000 |
| 16 | 6121 | Support staff extra-duty pay | | \$800 | \$800 | \$2,000 | \$2,000 | \$2,000 | \$1,000 | \$7,800 |
| 17 | 6140 | Employee benefits | | \$8,520 | \$8,520 | \$59,400 | \$59,400 | \$59,400 | \$43,950 | \$230,670 |
| 18 | 61XX | Tuition remission (IHEs only) | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 19 | Subtotal substitute, extra-duty, benefits costs | | | \$24,320 | \$24,320 | \$271,400 | \$271,400 | \$271,400 | \$152,950 | \$1,768,470 |
| 20 | Grand total (Subtotal employee costs plus subtotal substitute, extra-dutv, benefits costs): | | | \$65,320 | \$65,320 | \$455,400 | \$455,400 | \$455,400 | \$336,950 | \$2,545,470 |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

RFA #701-15-107; SAS #191-16

2015-2020 Texas Title I Priority Schools, Cycle 4

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years |
|--------------------------|--------------------------------------------------------------------------------------------|--------|------------------|--------|--------|--------|--------|---------------------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Specify purpose: | | | | | | | | |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Specify purpose: | | | | | | | | |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |

Professional Services, Contracted Services, or Subgrants

| # | Description of Service and Purpose | Check if Subgrant | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years |
|----|----------------------------------------------------------------------------------------------------------------|--------------------------|----------|------------------|----------|----------|----------|---------|---------------------------------|
| 1 | Regional Service Centers | <input type="checkbox"/> | \$8,000 | \$8,000 | \$16,000 | \$16,000 | \$8,000 | \$2,000 | \$50,000 |
| 2 | Positive Behavior Program Trainers | <input type="checkbox"/> | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$ | \$16,000 |
| 3 | Leadership Development Trainers | <input type="checkbox"/> | \$4,000 | \$4,000 | \$12,000 | \$12,000 | \$8,000 | \$ | \$36,000 |
| 4 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 5 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 7 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 8 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 9 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 10 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| b. | Subtotal of professional services, contracted services, or subgrants: | | \$16,000 | \$16,000 | \$32,000 | \$32,000 | \$20,000 | \$2,000 | \$102,000 |
| a. | Subtotal of professional and contracted services requiring specific approval: | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| b. | Subtotal of professional services, contracted services, or subgrants: | | \$16,000 | \$16,000 | \$32,000 | \$32,000 | \$20,000 | \$2,000 | \$102,000 |
| c. | Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$10,000 |
| | (Sum of lines a, b, and c) Grand total | | \$18,000 | \$18,000 | \$34,000 | \$34,000 | \$22,000 | \$4,000 | \$112,000 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| For TEA Use Only | |
|-------------------------------------------------|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #9—Supplies and Materials (6300) | | | | | | | | | | | | | |
|----------------------------------------------|------------------------------------------------------------------------------|----------------------------|-------------------------------|----------|-----------|-----------------------------------------|------------------|---------|--------|--------|---------|---------------------------------|-----------|
| County–District Number or Vendor ID: 031-901 | | | | | | Amendment number (for amendments only): | | | | | | | |
| Expense Item Description | | | | | | | | | | | | | |
| Technology Hardware—Not Capitalized | | | | | | | | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years | |
| 6399 | 1 | Handheld digital devices | Student Instructional Support | 50 | \$420 | 45,950 | 45,950 | | \$ | \$ | \$ | \$45,950 | |
| | 2 | Document Cameras | Student Instructional Support | 50 | \$200 | | | | | | | | |
| | 3 | Digital Interactive Slates | Student Instructional Support | 50 | \$299 | | | | | | | | |
| | 4 | | | | \$ | | | | | | | | |
| | 5 | | | | \$ | | | | | | | | |
| 6399 | Technology software—Not capitalized | | | | | | \$6,720 | \$6,720 | \$ | \$ | \$ | \$6,720 | |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | | \$ | \$ | \$ | \$ | \$ | \$ | |
| | Subtotal supplies and materials requiring specific approval: | | | | | | 52,670 | 52,670 | \$ | \$ | \$ | \$52,670 | |
| | Remaining 6300—Supplies and materials that do not require specific approval: | | | | | | 100000 | 100000 | 100000 | 100000 | 80,000 | 50,000 | \$430,000 |
| | Grand total: | | | | | | 152670 | 152670 | 100000 | 100000 | \$80000 | 50,000 | 482,670 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| For TEA Use Only | |
|-------------------------------------------------|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-901

| | | Amendment number (for amendments only): | | | | | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------|----------|----------|-----------|-----------|---------------------------------|
| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$0 |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$0 |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ 0 |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ 0 |
| 6429 | Actual losses that could have been covered by permissible insurance | \$ | \$ | \$ | \$ | \$ | \$ | \$0 |
| 6490 | Indemnification compensation for loss or damage | \$ | \$ | \$ | \$ | \$ | \$ | \$ 0 |
| 6490 | Advisory council/committee travel or other expenses | \$ | \$ | \$ | \$ | \$ | \$ | \$ 0 |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization: | \$ | \$ | \$ | \$ | \$ | \$ | \$ 0 |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ 0 |
| Subtotal other operating costs requiring specific approval: | | \$ | | \$ | \$ | \$ | \$ | \$ 0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$12000 | 12000 | \$56,000 | \$56,000 | \$106,000 | \$106,000 | \$336,000 |
| Grand total: | | \$12000 | \$12000 | \$56,000 | \$56,000 | \$106,000 | \$106,000 | \$336,000 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| For TEA Use Only | |
|-------------------------------------------------|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

For a list of unaflowabl e costs, as wel as gui dar ce rela ted to cap ital outl ay, see the gui dar ce pos ted in the Allic wa ble Cos t

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

| # | Description/Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------|-----------|---------|------------------|--------|--------|--------|--------|---------------------------------|
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | | | | | | |
| 1 | | N/A | N/A | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Technology hardware, capitalized | | | | | | | | | | |
| 2 | Computers Student | 90 | \$800 | 72,000 | 72,000 | \$ | \$ | \$ | \$ | \$72,000 |
| 3 | Projectors | 50 | \$600 | 30,000 | 30,000 | \$ | \$ | \$ | \$ | \$30,000 |
| 4 | Computers Teacher | 50 | \$1200 | 60,000 | 60,000 | \$ | \$ | \$ | \$ | \$60,000 |
| 5 | B & W Printers | 50 | \$600 | 30,000 | 30,000 | \$ | \$ | \$ | \$ | \$30,000 |
| 6 | Color Printers | 10 | \$700 | \$7,000 | \$7,000 | \$ | \$ | \$ | \$ | \$7,000 |
| 7 | Interactive White Board | 15 | 1,500 | 22,500 | \$22,500 | \$ | \$ | \$ | \$ | \$22,500 |
| 8 | Mac OS Laptops | 2 | \$1800 | \$3,600 | \$3,600 | \$ | \$ | \$ | \$ | \$3,600 |
| 66XX/15XX—Technology software, capitalized | | | | | | | | | | |
| 9 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 12 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | | | | | | |
| 14 | Charger Station/Cart | 2 | \$649 | \$1,298 | \$1,298 | \$ | \$ | \$ | \$ | \$1,298 |
| 15 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 19 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 20 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | | | | | | | |
| 21 | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Grand total: | | | | 226,398 | 226,398 | \$ | \$ | \$ | \$ | \$226,398 |

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| For TEA Use Only | |
|-------------------------------------------------|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------|------------------------------------------------------------------------|
| County-district number or vendor ID: 031-901 | | Amendment # (for amendments only): | |
| Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Category | Number | Percent | Data Source |
| Total Enrollment | 1,066 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American | 1 | 0.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic | 1,052 | 98.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White | 12 | 1.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian | 1 | 0.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Economically disadvantaged | 1,047 | 98.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Limited English proficient (LEP) | 198 | 18.6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Special Education | 124 | 11.6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Disciplinary referrals | 271 | | 2014-2015 PEIMS report |
| Disciplinary placements in In-School Suspension | 227 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in Out-of-School Suspension | 137 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in DAEP | 33 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary referrals for Truancy | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Attendance rate | | 96.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual dropout rate (Gr 9-12) | | DNA % | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual graduation rate (Gr 9-12) | | DNA% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| STAAR / EOC met 2015 standard, mathematics (standard accountability indicator) | 108 | 92% | TEA 2015 Accountability Summary Report. |
| STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator) | 824 | 65% | TEA 2015 Accountability Summary Report. |
| ACT and/or SAT- Class of 2014, percent students Tested | | DNA% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| ACT and/or SAT- Class of 2014, percent At/Above Criteria | | DNA% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average ACT score (number value, not a percentage) | DNA | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average SAT score (number value, not a percentage) | DNA | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE) | | DNA% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stell Middle School is a Title I school that serves approximately 1,063 students with a grade span of 6th through 8th. The campus is located on the Texas/Mexico border, and, contains three international bridges within its jurisdiction. According to the PEIMS Data Review of our campus profile, 99.8% are Economically Disadvantaged, 96.7% are Hispanic, and 63% are At-Risk. In addition, our enrollment of Homeless Youth at Stell Middle School has almost doubled from 17 to 42 students from 2012 to 2015. (Data comes from BISD OnPoint PEIMS database). Several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women Infant and Children (WIC) nutrition program, and subsidized housing and medical assistance.

Many of our students are first generation Hispanic immigrants, 20.3% are classified as Limited English Proficient (LEP) and a majority are bilingual. In recent years, an influx of non-English speaking immigrants have enrolled due to the instability along the Mexican border.

The data below shows that although the general education enrollment has dropped, the Limited English Proficient (LEP) subpopulation has nearly doubled, during the same time period. This trend in the English as a Second Language (ESL) program at Stell Middle School strongly defines the need to support the goals of this grant:

- 2014-2015 Limited English Proficient (LEP) 201 or 20% of total of 989 students
- 2010-2011 Limited English Proficient (LEP) 143 or 13% of total of 1,066 students

(Data comes from BISD OnPoint PEIMS database)

2015 State System Safeguards reflect 17 out of 30 performance indicators were met, which indicates only 57% met state intervention requirements. Based on the review of the data, English Language Learners and Special Education subgroups have been a priority of concern as reflected on the 2013, 2014 and 2015 State System Safeguards Reports trend data.

A review of the SPED/ELL data from the 2013 – 2015 System Safeguard reveals scores have remained stagnant or decreased in the core content areas making Stell Middle School a Focus School.

The student groups at Stell Middle School are identified as priority because they performed less than or equal to the state average with performance percentages of an average of 30%. The campus plans to use the TTIPS Grant to address the priority areas of need and effectively implement the research-based interventions listed on the program plan to transform Stell Middle School.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--------------------------------------------------------|--------|---------|------------------------------------------------------------------------|
| Total Staff | 85.2 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers | 62.8 | 73.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Professional Support staff | 10.0 | 11.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Campus Administration (School Leadership) | 4.4 | 5.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Educational Aides | 8.0 | 9.4% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American Teachers | 0 | 0.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic Teachers | 52.0 | 82.8% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White Teachers | 10.8 | 17.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian Teachers | 0 | 0.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Beginning Teachers | 1.0 | 1.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 1-5 Years Experience | 10.4 | 16.6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 6-10 Years Experience | 5.3 | 8.5% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 11-20 Years Experience | 29.5 | 47.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with over 20 Years Experience | 16.5 | 26.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Beginning Teachers | 56,138 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 1-5 Years | 45,798 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 6-10 Years | 46,912 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | 52,491 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with over 20 Years | 61,827 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with less than a bachelor's degree | 12 | 13.5% | 2014-2015 Brownsville ISD Human Resource |
| Staff with Bachelor's degree as highest level attained | 58 | 65.2% | 2014-2015 Brownsville ISD Human Resource |
| Staff with Master's degree as highest level attained | 17 | 19.1% | 2014-2015 Brownsville ISD Human Resource |
| Staff with Doctoral degree as highest level attained | 2 | 2.2% | 2014-2015 Brownsville ISD Human Resource |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administration data from March and April 2015 indicates that teacher led instruction dominated the core areas as 44% of instruction was documented as students listening to lectures; students read in class 26% of the observed classes; 14% of instructional time students were writing as a form of learning; and student input (speaking) was documented at only 16%. These data is indicative of a need for teachers to increase student-centered instruction by use of collaborative grouping and teachers asking more questions so students speak and teachers listen for misconceptions or confirmation. As a result of the instructional rounds and teacher observations, the 2015-2016 academic school year is marked by restructuring to include teaming, horizontal and vertical alignment to close achievement gaps and increase student success for the complex student population served at Stell Middle School. Content area teachers have been moved to different disciplines and grade levels to assure student-centered instruction is taking place during the 2015-2016 scholastic year. In addition, if teachers cannot succeed in raising achievement the following interventions are in place: professional development, planning time, mentoring programs and the Teacher Evaluation and Support System (T-TESS) Appraisal System to improve professional practices. As a last resort, the transformation will provide for the removal of teachers that are ineffective and have not improved their professional practice.

It's important to note that 83% of Stell Middle School's faculty has over five years' experience of education while 90% have four year degrees and graduate degrees. This will increase the success of the Transformation Model on our campus because we believe our teachers are in a position to grow professionally and embrace the changes outlined herein.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | | | | | | | 313 | 315 | 362 | | | | | 990 |

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | | | | | | | 16 | 16 | 18 | | | | | 50 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BISD Research and Evaluation Department gathered data from survey results from Stell Middle School's students, parents, and teachers on student attitudes, school safety, climate, and perceptions of the campus and customer service. Data collected was shared with school staff in Fall 2014 and Spring 2015 with the goal of improving the school climate and instruction. A campus culture survey was conducted in June with all teachers in an effort to begin reform efforts. The scoring guide outlined the lowest assessment score at 17% and the highest score at 85%. Results were shared at a faculty meeting in June revealing Modifications and Improvements were necessary with a total score 50.23% out of a possible 85%. A "Change Agent Team" made of up teacher leaders, administration, counselors, a community member, two parents and instructional coaches were identified and informed of school reform efforts for 2015-16. The Change Agent Team met three times over the summer to revisit campus handbook with a focus on lesson planning, instructional interventions, grading and discipline procedures. Together, the committee members developed a new vision and mission for Stell Middle School. Incoming 6th grade students participating in a four day Summer Bridge Program along with their parents also participated in providing input through surveys and questionnaires that provided activities aimed at improving academic achievement.

In addition, The TAIS Guidance Reports documents submitted quarterly to assessment were also a resource to support Stell Middle School in the continuous improvement process. TELPAS writing portfolios, teacher lesson plans and schedules were reviewed in the efforts to improve instruction for our subpopulations. IEP plus and ELlevation data software provided information on the appropriate and linguistic accommodations in place for the subpopulations served at our campus. The committee collected student information from three elementary schools feed into Stell Middle School. The monitoring of incoming 6th graders through Tier II and III student portfolios passed on by the three elementary schools and the Student Success Initiative (SSI) documentation was collected. Assessment results, report cards, attendance and discipline reports from upcoming 7th - 8th grade students were also shared with the committee. This information is important to sustain implementation of interventions and to measure by progress monitoring at our campus. Heat Maps of district benchmarks and STAAR exam performance index results for the past three years were scrutinized to increase student achievement and for the 2015-2016 scholastic year. Dean of Instruction and Literacy Coach also provided two sessions to parents and teachers on the implementation of a Common Instructional Framework (CIF) that allow students to engage in cooperative learning structures; promote active learning with the focus to increase student centered instruction.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☒ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stell Middle School continues to be a Title I Focus School for the 2015-2016 school year. Through the implementation of quarterly monitoring interventions from the Texas Accountability Intervention System (TAIS), reform efforts at Stell Middle School have been recognized in the 2015 Accountability Summary by the following:

- 2015 Attendance Rate of 97.3 reflecting a +1% gain
- Earned Distinction Designations for Reading/English Language Arts, Mathematics and Social Studies academic achievement performance at the advanced level III standard;
- Earned Distinction Designation for postsecondary readiness component of Index 4.

Although, Stell Middle School has seen improvement, the campus continues to struggle in closing the achievement gap for English Language Learners and Special Education subgroups, which leads to revealing trends. The number and percent of indicators met in the State System Safeguards has declined significantly from 69% in 2014 to 57% in 2015. Stell Middle School has made minimal gains in the areas of Math and Reading/English Language Arts. There is a strong disparity between the capacity and the ability to address student deficiencies in a campus that serves 99.8% economically disadvantage students. Stell Middle School firmly believes the Transformation Model will assist the campus in achieving all goals and objectives set forth through the reform efforts and monitoring systems. Current faculty members will benefit from the additional professional development and supports outlined herein which will be provided beginning Fall Semester 2015 and enhanced during the grant implementation. This campus has already taken the steps to begin transformation by moving content and grade-level teachers to address achievement gaps of highly-qualified educators, rather than select a turnaround model that would require replacement of at least 50% of the staff.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Step 1: The BISD Research and Evaluation Department gathered data from survey results from Stell Middle School's students, parents, and teachers on student attitudes, school safety, climate, and perceptions of the campus and customer service. Data collected was shared with school staff in Fall 2014 and Spring 2015 with the goal of improving the school climate and instruction.

Step 2: A campus culture survey was conducted this June with all teachers in an effort to begin reform efforts. The scoring guide outlined the lowest assessment score at 17% and the highest score at 85%.

Step 3: Results were shared at a faculty meeting in June revealing that Modifications and Improvements were necessary with a total score 50.23% out of a possible 85%.

Step 4: A "Change Agent Team" made of up teacher leaders, administration, counselors, a community member, two parents and instructional coaches were identified and informed of school reform efforts for 2015-16.

Step 5: The Change Agent Team met three times over the summer to revisit and replace campus handbook with a focus on lesson planning, instructional interventions, grading and discipline procedures. Together the Change Agent Team developed a new vision and mission for Stell Middle School.

Step 6: The Change Agent Team was informed about the possible opportunity to apply for 2015 – 2020 Texas Title I Priority Schools, Cycle 4 and would be given further information.

Step 7: The committee of change agents began collecting data and brainstorming ideas to reform Stell Middle School.

Step 8: The Local Education Agency replaced the campus principal on July 27, 2015.

Step 9: The Assistant Superintendent, District Coordinator of School Improvement (DCSI) for BISD and the District Grant Team held a meeting to inform campus principal of the eligibility of Stell Middle to apply for the TTIPS Cycle 4 Grant. The new principal reviewed the methodology utilized the eligibility in accordance to the TEA posted information on the discretionary grant webpage.

Step 10: The District Coordinator of School Improvement for BISD along with the District Grant Team chaired a meeting with the campus committee to review the various models and requirements of each model. The Assistant Superintendent also assisted in this meeting and represented the LEA. Of the utmost importance was the review of the NCLB comprehensive needs assessment model that was going to be utilized to gather data to formulate goals for the reform efforts. The Superintendent reviewed the requirements of each model and dates of importance. The Grants Department, Assistant Superintendents, and Campus Principal coordinated the execution of the comprehensive needs assessment.

Step 11: The TTIPS Cycle 4 Grant information was disseminated to faculty on campus and placed on the campus website. Surveys were made available to all stakeholders in both paper and electronic formats.

Step 12: Two parent/community meetings were held at Stell Middle School on August 3, 2015 at 8:30 AM and 1:30 PM where all surveys were submitted.

Step 13: The campus principal chaired the "Program Design" meeting. Each member of the campus grant committee worked on a piece of the program design that addressed the needs and goals of the campus. Once the reform strategies were presented and all key stakeholders approved the Grant Program Design that was aligned to the requirements of the TTIPS Cycle 4 requirements, it was evident that there was a total consensus from the staff and the community members in attendance. Everyone was excited to undergo the reform strategies that will clearly identify Stell Middle School as a high-achieving campus. The beginning of the reform strategies will occur with new leadership and with the District Grant team, District Shepherd and assistant superintendent overseeing reform efforts alongside the new campus principal.

Step 14: Stell Middle School is anxiously awaiting the selection of the TTIPS Cycle 4 award grantees. The campus has started the implementation of educational reform and adamantly believes the Transformational Model is the key to transforming the campus with research-based interventions proven to achieve academic success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|----|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | District Coordinator of School Improvement (DCSI) (required) | Is responsible for providing grant support at the district level to the campus. | Masters Degree in Education Administration with a certification in Mid-Management and grant experience. |
| 2. | Area Assistant Superintendents | Is responsible for providing individualized assistance to the Principal. | Masters Degree in Education Administration with a certification in Mid-Management. |
| 3. | Campus Administration | Is responsible for coordinating, implementing and monitoring grant initiatives to meet compliance requirements through the grant cycle. Is responsible for monitoring the implementation of quality systemic programs and activities for students and staff supported by the grant. | Masters Degree in Curriculum and Instruction/Educational Administration with a certification in Mid-Management or Educational Leadership. |
| 4. | District Support Specialists | Reading/ELA, Math, Science and Social Studies specialists responsible for providing individualized assistance to the administration, campus teachers and students. | Masters Degree in Curriculum and Instruction/Educational Administration with a certification in Mid-Management or Educational Leadership. |
| 5. | Bilingual/SPED Administrators | Are responsible for providing valuable monitoring data on specific student subpopulations, parental supports, attendance reports and discipline trends. | Masters Degree in Education Administration with a certification in Mid-Management. Has a Masters Degree in special education/bilingual. |
| 6. | Literacy Coach(s) | Analyze data, provide professional development and classroom coaching and modeling. Assist with Tier II, III instruction. | Masters Degree in Curriculum and Instruction/Educational Administration with a certification in Mid-Management or Educational Leadership. |
| 7. | STEM K-12 Program Director | Monitors and provides feedback for implementation of quality systemic programs and activities for students and staff supported by the grant. | Masters Degree in Curriculum and Instruction/Educational Administration with a certification in Mid-Management or Educational Leadership and Science Composite. |
| 8. | Advanced Academics Lead Teacher | Monitors and provides feedback for implementation of quality systemic programs and activities for students and staff supported by the grant. | Masters Degree in Curriculum and Instruction |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|-----|------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------|
| 1. | Regional Service Centers | Consultants to provide professional development, guidance and campus support. | Masters Degree in Education |
| 2. | Educational Literacy Coaches | Mentoring, instructional rounds and classroom modeling and coaching | Masters Degree in Education |
| 3. | Technology Support Staff | Consultants to provide professional development in digital literacy and software programs | Degree in Educational Technology |
| 4. | Resource Support Staff | Consulting for professional development on instructional resources used for interventions | Bachelor's in Education |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Projected commitment will be evident by the on-going communication, promotion, and monitoring of the program through continuous review and discussion in grade level and after school meetings. A record will be kept of meetings through sign-in sheets. The Stell Middle School Change Agents Committee and BISD Core Curriculum Specialist will meet monthly to share data and review the effectiveness of the interventions are consistently closing the achievement gap. The importance of remaining committed will be emphasized by the Administration, District Shepherd and District Level Administration strongly supported by the Superintendent and Area Administrators. The additional opportunities that the TTIPS grant will provide to staff members to become better trained will also be an incentive to the professional staff at Stell Middle School.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. The District has a strong foundation for supporting campuses and their initiatives, both past, present, and future! BISD's current tax collection rate is 98% and average ADA stands at 96.1% in addition to receiving nearly \$28 million in Title I Regular funding and \$45 million in State Compensatory funds. This District, like all of those across Texas, uses a variety of funding sources to support District initiatives. Most of the District's categorical funds are distributed to campuses which generate the funds on a per pupil allocation. Therefore, campuses have local, state, and categorical funds which they control and which they appropriate to their needs as prioritized by the annual Comprehensive Needs Assessment (CNA) process. This campus and/or the District will appropriate funds to ensure that, at the end of the grant period, initiatives, interventions and strategies which have proven successful in increasing on-grade-level assessment results and decreasing retention rates will remain in place. Many district initiatives already exist which assist the campuses to significantly impact many of the Critical Success Factors (CSF) fundamental to this grant initiative. With regards to those CSFs, it is noteworthy to indicate that BISD currently operates its programs and systems in alignment with the grant's CSFs and will continue to do so after the grant period because BISD bases its initiatives and decisions on research-based scientifically relevant data. Examples follow: **1)** BISD aggressively improves academic performance through the use of data driven instruction as is evidenced by its six Early College High Schools. Through the district's data base (EDUPHORIA), walk-throughs enable instructional leaders to input instructional rounds data into the system to the teacher to provide immediate feedback, respond to questions, and request further assistance and/or clarification. **2)** A long tradition of rigorous professional development initiatives contributes significantly to increasing teacher quality. Classroom teachers have a multitude of opportunities for professional development annually but it is always the campus and individual teacher decision to select growth opportunities which meet the priorities of the CNA. **3)** Most recently, BISD provides on-going job embedded professional development through Teacher Turn Around Training Model. Additionally, instructional leadership teams are constantly involved in on-going job embedded professional development and increased learning of resources/data utilization strategies. **4)** BISD uses quality data to drive instruction, which is evidenced in its use of benchmark testing, the Texas Math and Science Diagnostic System database, and E-TAZO software. Data collected drives instruction and on-going communication in the collaborative planning of instruction, remediation, and acceleration. **5)** Improving school climate and increasing parent/community involvement are also annual goals in each campus's annual Improvement Plan. Through the adopted Review 360 behavior system, the campus can track the number of referrals and implement behavior plans as needed.

Sustainability will also come from building capacity via a trainer of trainers' approach, which will require trained individuals to pass on the knowledge to new teachers. The campus budget is used to support the tutorials established and the equipment and programs used in this grant. Local and categorical funds will be used to sustain the elements of change implemented through The Transformation model. Transformation monies will be used to improve on what is already in place in BISD and at Stell Middle School. The school's greatest challenges continue to be in the area of assessment gains for all students and especially for LEP and SPED students. By the end of the grant period, there will be a significant amount of data and analysis to indicate what is working to advance these students academically. BISD has committed to sustain the campus reforms after the funding period ends.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once instructional interventions, goals and performance measures are decided upon by the stakeholders and adopted, the data gathering and evaluations will occur throughout the school year so as to measure the extent to which the strategies and activities were implemented and whether or not they serve to achieve the stated planned interventions. The evaluation data will come from documentation of student/parent/faculty member/community partnership participation rates, STAAR performance, TELPAS results, TSI course levels, and student academic achievement reports (report cards, transcripts, failure reports attendance).

The following model will be used for setting attainable goals throughout the five year span so that ELL and SPED populations with only be 5 and 10 percentage points behind all students by the end of the grant, respectively.

Reading – ELL: 2015 – 49%; 2016 – 54%; 2017 – 59%; 2018 – 64%; 2019 – 69%; 2020 – 75%

Reading – SPED: 2015 – 26%; 2016 – 40%; 2017 – 49%; 2018 – 56%; 2019 – 63%; 2020 – 70%

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stell Middle School will implement the following strategies to collect and evaluate the **effectiveness of each intervention**. This data will be collected to monitor improvement in academic performances and if reform efforts are being implemented through the TTIPS grant indicate an increase in academic achievement.

QUANTITATIVE DATA: Every three weeks, content area teachers will administer a locally developed assessment or benchmarks. These assessments will be aligned to the district's adopted curriculum and in adherence to the instructional calendar. Through the district's Eduphoria Aware/TANGO data systems, the teachers have access to benchmark and assessment data that will provide teachers with reports that can be broken down by demographics, At-Risk, LEP, Special Education and other demographic descriptors that have important implications to meeting State and AYP standards. Additionally, the administrators can utilize the district's grading program, E-School to run failure reports by teacher and student. E-School also gives the campus ability to run attendance reports which are useful for the teacher and administrator to correlate student failure and truancy.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Stell Middle School will provide on-going and systematic monitoring of grant activities primarily through the District Shepherd and grant stakeholders. All quarterly and end of the year implementation reports will be carefully prepared and categorized by the District Grant Coordinator submission to the Texas Education Agency. In addition, Stell Middle School will adopt the (PERT) Program Evaluation and Review Technique, which is a beneficial tool in education programs and includes measures for curriculum effectiveness, surveys, and educational research development. However, significant monitoring (monthly) of grant activities on the local level will be implemented to ensure that reports to TEA indicate progress towards meeting goals and provide evidence of continuous improvement. The Brownsville Independent short-interval on-going monitoring activities are listed below and are aligned to the grant's Critical Success Factors.

As the campus documents the critical success factors are adhered to, the leadership team will ensure the following:

1) Academic Performance: Campus benchmarks, STAAR Reading/ELA, Math, & Science and Social Level II & III all students, for LEPS, and for Special Education. **2) Quality data to drive instruction:** Charts, graphs, and lists of Tier II, III students (for example RtI groups), TELPAS & AMAO changes. **3) Leadership effectiveness:** Number of training sessions attended by principal, assistant principals, & deans and number of teacher led trainings and campus leader/co-trainings. **4) Increase learning time.** Number of extended day/week/year and zero period opportunities for students and number of students participating in sessions (number of minutes increased per week). Extended day/week/year & zero period curriculum review and evaluation. **5) Increase parent/community involvement:** Number of sessions, types of sessions, and number of participants for parents/community activities. **6) Improve school climate:** percentage point increases in attendance, decreases in discipline referrals, and increases in number of students participating in extra/co-curricular activities. Administration, teachers and staff will create new clubs and organizations. **7) Increase teacher quality:** increases in number of administrator walk-throughs and mentoring/collaboration meetings and increased student passing rates on formative, intermittent and summative assessments.

At the campus level, Stell Middle School will ensure on-going monitoring of grant activities through the leadership team, especially the instructional leader of the campus. All reporting documents will be submitted on a timely basis and will be developed in collaboration with the District Shepherd.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to insure that the best external providers are identified, a committee to choose an external provider will be established. The committee will include school administrators, teachers representing different grades and content areas. Members from the Site Based leadership team, school improvement team, professional development committee, parents, community representatives, and students. In order to insure a reasonably sized pool of prospective provides, at Stell Middle School external provider committee will review at least three perspective consultants for all external provider activities.

Service providers who will be considered will be required to have a high degree of experience in the area which their services will be provided. Each provider will need to provide a recommendation and be recognized at a State or National Level for providing similar services and submit required to the BISD purchasing department. The external providers who will be chosen must provide documentation of a prior history of success and strong results when providing similar services to other schools. The BISD finance department will support the campus with determining the risk associated with the contracting. Final selection and procurement will be done by following BISD financial procurement policies and procedures.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When Independent contractors are on campus for weekend or hourly trainings an administrative team member and or the TTIPS Grant Coordinator will be present. This is important to ensure that the services meet contractual responsibilities. If this is not the case, it is the responsibility of the principal to contact the Area Superintendent of Curriculum. The District uses an evaluation for the level of services for documentation. The surveys are reviewed by the TTIPS Grant Coordinator and provided to the campus principal for documentation and discussion. Fidelity of the grant is ensured by prompt action that can be taken if the level of expertise is not what is required by the grant. Lesson plans, classroom learning objectives and walk-through forms will be reviewed by the department chair, subject specific administrator and instructional and literacy coaches, and TTIPS Grant Coordinator for intervention implementation. The newly appointed instructional leader brings the experience of a former TTIPS Principal, Science Curriculum Specialist and Special Education knowledge to spearhead the implementation, monitoring and evaluation of the program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|-----|-------------------------------------------------------------------------------------------------------------------|
| 1. | Restructure teachers into (interdisciplinary) "Teams" toward shared decision making |
| 2. | Hire a TTIPS Grant Coordinator to assist with the monitoring of interventions and programs |
| 3. | Hire a TTIPS Secretary to maintain all compliance documentation needed and originate |
| 4. | Increase technology-based supports (i.e., hardware and software) in the instructional program |
| 5. | Provide educators professional development in their respective disciplines and areas of weakness (LEP & SPED) |
| 6. | Provide additional time for teachers to engage in professional learning cohorts to sustain transformation efforts |
| 7. | Implement extended day/week enrichment program for immediate Response to Intervention |
| 8. | Increase depth of community involvement in school with community awareness events |
| 9. | Implementation of a campus data room to continuously monitor gaps between student performance groups |
| 10. | Provide teachers opportunities to observe their colleagues through instructional rounds |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| 17. | |
| 18. | |
| 19. | |
| 20. | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Organize a middle school community partnership similar to the District's High School Youth Ambassador's Program to provide middle school students with the same networking opportunities needed to gain a deep commitment in the work based and college learning environments. BISD, Stell Middle School, and the newly formed University of Texas Rio Grande Valley are in partnership to increase student teaching and Career and Technology programs for the duration of the grant. Texas Literacy Initiative Grant implemented in 2012 and ending in 2017 provided researched based components to keep and enhance along with TTIPS.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---------------------------------------------------------|-----|
| Element in the model selected for modification: | N/A |
| Description of the modification: | N/A |
| How intent of the original element remains/will be met: | N/A |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation: | N/A |
| Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice: | N/A |
| Describe how the evaluation system was developed with teacher and principal involvement: | N/A |

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

N/A

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

N/A

Describe the criteria established for educator removal:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is a good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p> | N/A |
| <p>Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p> | N/A |
| <p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p> | N/A |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model: | N/A |
| Indicate the number of existing staff rehired for work in the turnaround model implementation: | N/A |
| Describe process for selecting new staff, including the criteria for best-fit in the turnaround model: | N/A |
| Indicate the number of new staff hired for work in the turnaround model implementation: | N/A |
| Indicate the start date for the new turnaround implementation staff, including rehires and new hires: | N/A |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Name the model developer with whom you will partner to implement the whole-school reform: | N/A |
| Describe the record of success the model developer has shown in implementing whole-school reform strategies: | N/A |
| <p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p> | N/A |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

| Planned Intervention | | Period for Implementation | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Narrow the achievement gap for Special Education (SPED) and Limited English Proficient (LEP) students tested in Math, Reading/English Language Arts, Social Studies and Science by providing extended school hours for students to increase SPED and LEP STAAR Level II performance by 20% in each category. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | All SPED and LEP team members will meet every three weeks to conduct periodic reviews of student data, progress and fidelity to the curriculum being implemented, and modified as needed; to increase SPED and LEP STAAR Level II performance by 20% in each category. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Increase the number of 6 th , 7 th and 8 th grade learning academies that take place before school and afterschool in order to provide an academic and emotional transition from elementary to middle school and to each grade-level by providing a safe learning environment for all. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Institute a system for measuring instructional practices by increasing student centered instruction with the implementation of a Common Instructional Framework (CIF) that allow students to actively speak, read, write and listen by monitoring teacher lesson plans, TELPAS writing portfolios and Teacher-Evaluation Support System appraisal observations. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Sustain a School wide Response to Intervention (RTI) model that integrates technology-based supports and academic performance to improve Level II and III performance for all students. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | Implement a "Warrior MidSummer Stunner" Program offering opportunities for students to enroll in robotics, computer programming and thematic learning academies that prepare students for college and careers, including supports designed to ensure that low-achieving students take advantage of these enrichment programs. Planning would start in year two and full implementation would take place in the summer of year two. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | Provide additional time for teachers to collaborate, review data, plan, create effective learning activities and engage in professional learning cohorts to build sustainability and sustain transformation efforts. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

| Planned Intervention | | Period for Implementation | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Parents of students with three or more absences will receive a phone contact from their grade level administrator to help increase the attendance rate for all students from 97.3% to 99%. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Provide educational professional development opportunities to teachers through STAAR interventions, on and off site workshop sessions to promote professional learning communities that build capacity and sustainability for each academic year. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Increase student centered instruction with the implementation of a Common Instructional Framework (CIF) that allows students and teachers to engage in cooperative learning structures; promote learning skills that allow students to actively listen, write, read, and speak by monitoring TELPAS writing portfolios, teacher lesson plans and T-TESS appraisal system. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 4. | Improve the quality of new-teacher induction programs to meet district expectations for attendance, professional appearance, and decorum, procedural, ethical, legal and statutory responsibilities as listed on Dimension 4.1 of the Teacher Evaluation and Support System (T-TESS) rubric. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Increase teacher participation in District, Regional, State and National professional development seminars and leadership conferences to set short and long term professional goals, based on self-assessment reflection, peer and supervisor feedback, contemporary research and analysis of student learning in order to implement substantial changes in practice resulting in significant improvement in student performance. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 6. | Increase technology-based supports (i.e., hardware and software) in the instructional program, so that all students complete a minimum of 15 hours of digital citizenship training and receive the opportunities to acquire the digital proficiency skills needed to compete in the ever evolving global workforce. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 7. | Increase administrator and teacher knowledge of data analysis to impact campus-wide instructional decisions with additional assessment software for immediate data feedback on student performance. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

| Planned Intervention | | Period for Implementation | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Administration will use quantitative/qualitative methods to measure students' progress with the implementation of a campus data room to close achievement gaps between student performance groups and meet the 79% federal target. Decisions will be driven by quarterly reports and monthly adjustments made with the campus data teams as listed on the Texas Accountability Intervention System (TAIS). | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Administrative team and teacher leaders will attend district, region, state and national instructional leadership conferences and professional development seminars that focus solely on Readiness Standards and integrating learning objectives with other disciplines, executing lessons that provide opportunities for students to use different types of thinking and expertise in design for execution of lessons. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Administration will utilize measurable evaluation systems and the Teacher Evaluation and Support System (T-TESS) rubric to link data to teaching practices and student achievement to decide on professional development deficits and instruction modification to guarantee curriculum is being utilized with fidelity. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Provide teachers with supplemental resources and mentoring/coaching to implement best practices, deepen understanding of course objectives, and integrate concepts from other disciplines appropriate for the diverse learner population at the campus to meet targets on Index 2 and 3 of the Texas Education Agency Performance Index Report 2015, 2014 and 2013 reports. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Retain and recruit highly qualified teachers by offering financial incentives that are measured by improvements in passing rates, informal and formal observations, student growth data based on students' score on the State's assessment and other measures that are rigorous and comparable across classrooms. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | Provide teachers with professional development opportunities to observe their colleagues on campus through instructional rounds (classroom substitutes will be needed) facilitated by instructional coaches and supported by administration to build professional teaching communities and sustainability on our campus. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

| Planned Intervention | | Period for Implementation | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Increase the planning of data-driven instruction through the utilization of additional technology and assessment software to improve instructional planning, programs, and professional development aimed at increasing rigor, complexity and deeper understanding to meet Level III Student Performance expectations. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Administrative team and teachers will participate in weekend, holiday summer academies to collect, interpret and evaluate a variety of data sources, in order to improve instructional programs and implement vertically aligned campus initiatives to close SPED and LEP performance gaps. The implementation of a data room to visually chart growth. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Analyze failure reports to decrease six weeks failure rates in all subject areas, in all grade levels for immediate Response to Intervention strategies and supplemented support for the At-risk student population in order to meet the 25% academic measurement indicators. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Improve performance for the beginner, intermediate, advanced LEP student by fostering language acquisition interventions to increase performance rates as outlined in the 2015 State System Safeguards indicators and/or STAAR L scores to meet 79% federal target. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Improve performance for special education students in the core content areas with literacy interventions that supplement hands-on instruction and increase performance rates as outlined in the 2015 State System Safeguards indicators and/or STAAR scores to meet 79% federal target. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Learning Time

| Planned Intervention | | Period for Implementation | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Implement an extended school schedule in order to address additional time for instruction in core academic subjects to enhance student understanding and summer success in the transformation model (pull-outs, zero periods, before and after school tutorials, learning academies). | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Provide extended day/week Response to Intervention (RTI) sessions for Tier II and III identified students in the areas of English Language Arts/Reading and Math. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Provide extended day/week sessions for students performing at and below proficient in Science and Social Studies with reinforced 40% to 60% hands-on learning activities and vocabulary content specific interventions. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Create an accelerated enrichment program with teacher and student compact in danger of retention by incorporating learning modules, additional staff, and resources to support individualized learning that extends from an additional early class (zero period) to after school tutorials. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Create courses such as Teen Leadership, Speech and Theater Arts that provide opportunities to explore family relationships and personal development and organizational skills and acceptance of responsibility. In addition, offer learning in the areas of artistic discipline and imagination that can be applied to everyday life that build self-confidence. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Parent/Community Engagement

| Planned Intervention | | Period for Implementation | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Increase the number of yearly parent involvement meetings to share information such as STAAR results, educational interventions, and upcoming events on campus to promote participation and build stakeholder relationships. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Increase the number and variety of yearly parent involvement trainings and conferences at the campus and district levels so parents can better assist and monitor their children with academic support to improve sustainability and build capacity within the community. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Increase parent and community satisfaction to meet the needs of the students by partnering as change agents and monitoring the effectiveness of school-wide reform efforts on a monthly basis for students and parents. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Increase depth of community involvement in school curriculum by hosting community awareness events that promote physical and emotional well-being for healthy families. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Increase parent and community volunteers by 10% that support campus initiatives and monthly projects to sustain transformational school interventions. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | Organize a middle school community partnership similar to the District's High School Youth Ambassador's Program to provide middle school students with the same networking opportunities needed to gain a deep commitment in the field based and college learning environments. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | Institute before and after school library and technology lab access to parents, students and community members to enhance community based partnerships and increase student achievement. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve School Climate

| Planned Intervention | | Period for Implementation | |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. | Implement a school-wide Positive Behavior Interventions and Supports (PBIS) program to improve school climate and discipline resulting in a 6% reduction of in out of school suspensions and discipline referrals with assistance from a regional learning center. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Provide a variety of technological support for the campus to promote awareness, reinforce media literacy student expectations, higher-order thinking, and problem solving program. These will enhance the college and career readiness standards for all students. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Enhance the campus climate by identifying and rewarding school leaders, teachers and other staff by offering a stipend for perfect attendance by semester. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Improve student attendance and school spirit by offering a perfect attendance civic engagement student lock-in at different facilities in partnership with local stakeholders every semester. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Implementation of college field trips for eighth grade students, teachers and parents to increase academic success, build motivation and interest in continuing their education at a community college or four-year university. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | Technological equipment for classroom and production, broadcasting stations coupled with webcast capabilities to showcase creativity and understanding of media literacy TEKS in all subjects will be purchased in order to increase academic success, digital proficiency and instructional review videos by teachers and students. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--------------------------------------------------|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information on tape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|-----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: